

An Experimental Comparison
Of Two Methods Of
Teaching French To Non-French Students
At The Grade Ten Level

R. A. Lambert M. Ed.

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THE UNIVERSITY OF ALBERTA

AN EXPERIMENTAL COMPARISON OF TWO METHODS OF
TEACHING FRENCH TO NON-FRENCH STUDENTS
AT THE GRADE TEN LEVEL

A Dissertation

Presented to

The Faculty of Graduate Studies

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

Department of Education

By

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UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned hereby certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "An Experimental Comparison of Two Methods of Teaching French to Non-French Students at the Grade Ten Level" submitted by Roland Aimé Lambert in partial fulfillment of the requirements for the degree of Master of Education.

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SYNOPSIS

AN EXPERIMENTAL COMPARISON OF TWO METHODS OF
TEACHING FRENCH TO NON-FRENCH STUDENTS
AT THE GRADE TEN LEVEL

A review of the literature in the field reveals an increasing interest in the direct approach to the teaching of foreign languages. There is, however, a need for experimental evidence to validate or reject the opinions expressed in the literature. This study was designed to compare the effectiveness of the direct and the indirect methods of instruction. Sixty-six non-French Grade ten students beginning their study of French constituted the experimental population. The total population was divided into three sub groups. Form B of the Lundeborg-Tharp Audition Test in French was administered after ten weeks instruction; Form A after twenty weeks instruction. A comparison of the data showed no significant difference between the two methods in word comprehension and visual training but the direct method proved superior to the indirect method when aural comprehension was used as the criterion. The study supports the theory that the direct approach should be used to teach French whenever and wherever possible.

CHAPTER I

FOREIGN LANGUAGE STUDY IN
CANADA AND ELSEWHERE

I. HISTORICAL SURVEY

The examination of the literature reveals a dearth of experimental evidence of the validity of teaching methods. This fact was further borne out in personal correspondence with acknowledged research leaders¹ in this area. None could add to those studies already found in professional literature. The lack of statistical studies is quite understandable when one considers the status of foreign language in Canada and the United States of America as compared to that of other countries as evidenced by the following:

In August, 1953, when United States delegates met with foreign language teachers of eighteen other

¹Dr. Anna Dragositz, Director, Evaluation and Advisory Services, Educational Testing Service, Princeton, New Jersey.

R. M. Schneider, Test Development Division, Educational Testing Service, Princeton, New Jersey.

Professor Nelson Brooks, French Department, Yale University, New Haven, Connecticut.

nations in Ceylon for a UNESCO seminar, they learned that virtually every one else in attendance not only assumed that foreign language would inevitably be required of all students in Secondary Schools, but also thought of this language instruction in terms of either a "long course" of nine years or a "short course" of seven years.²

Conditions vary so that some countries teach a foreign language to the small proportion of students who enter college preparatory schools for as many as ten years but the minimum for these students is four years. For example, in Western Germany, after four years of elementary school, about ten per cent of the children go into secondary school to prepare for university work and all of these study their first foreign language for nine years and their second, beginning two years later for seven years. In France, children study two foreign languages each for seven years and possibly a third for four years. In Spain, Latin is studied for six years; Greek for two years; Italian or French for six years; and English or German for four years.³

These three examples from the list of thirty-five countries on Table I should suffice to show that students in foreign countries have the opportunity to study languages at an early age and that the length of time spent

²William R. Parker, The National Interests and Foreign Languages. (United States Government Printing Office, Washington 25, D. C. April, 1954), pp. 53-54.

³Ibid., p. 69.

TABLE I (continued)

Starting Age	Years of Continuity										Country
	1	2	3	4	5	6	7	8	9	10	
13	x	x	x	x	x	x	x	x	x	x	Uruguay
13	v	v	v	v	v	v	v	v	v	v	Australia
12	x	x	x	x	x	x	x	x	x	x	Netherlands
13-14	v	v	v	v	v	v	v	v	v	v	New Zealand
11	x	x	x	x	x	x	x	x	x	x	Sweden
11	x	x	x	x	x	x	x	x	x	x	England
12	x	x	x	x	x	x	x	x	x	x	Brazil
11	x	x	x	x	x	x	x	x	x	x	Finland
13	x	x	x	x	x	x	x	x	x	x	Honduras
13	x	x	x	x	x	x	x	x	x	x	Iceland
11	x	x	x	x	x	x	x	x	x	x	Italy
14	v	v	v	v	v	v	v	v	v	v	United States
13	x	x	x	x	x	x	x	x	x	x	Argentina

^xCompulsory Study

^vElective Only

in foreign language study makes assimilation and later use of the language possible.

Prior to the formation of the Modern Language Association (MLA) in 1883, modern languages were considered too easy and too utilitarian to deserve a place on the curriculum. Based on the English school system, the American schools stressed Latin and Greek the study of which was considered an intellectual discipline. The founders of Modern Language Association determined to make their subject academically respectable. They agreed, by formal resolution, that "the chief aims to be sought in the study of modern languages in our colleges are literary culture, philological scholarship, and linguistic discipline."⁵ This was the final blow that destroyed the possibility that an American student would ever achieve that type of proficiency in any modern language that would enable him to converse with a native.

The formation of the Modern Language Association and in the same year the sensational speech "The College Fetich"⁶ by Charles Francis Adams struck hard, determined

⁵Ibid., p. 75

⁶Ibid., p. 76

blows at Latin and Greek. This decline in interest in classical languages accompanied by a rise in interest in modern languages can be seen from Table IIA showing foreign language enrolments in American secondary schools during the period 1890 - 1915.

However, there were signs as early as 1909 that the new interest in foreign language would require a firmer foundation in order to maintain the position attained. This statement is supported by the following:

. . . in 1909, President Schurman of Cornell, speaking of modern languages warned: Unless they can contribute a kind of literary and linguistic training which Greek and Latin failed to furnish, I predict they will not be able to hold unchallenged the place they now occupy in our American scheme of instruction.⁷

In 1915, 27.9 per cent of the students were enrolled in German but World War I destroyed this interest so that by 1929 only 0.7 per cent were studying German. At this same time, French and Spanish gained temporarily in interested adherents. However, distrust of anything German soon led to distrust of anything foreign and the consequent decline of all modern languages. Table IIB depicts the story.

⁷Ibid., p. 77.

TABLE IIA

FOREIGN LANGUAGE ENROLMENTS IN
AMERICAN SECONDARY SCHOOLS ⁸

The Period from 1890-1915

Year	Total H.S. Enrolment	Per Cent Latin	Per Cent			
			Modern Languages	Per Cent French	Per Cent German	Per Cent Spanish
1890	202,963	34.7	16.3	5.8	10.5	- - -
1895	350,099	43.9	17.9	6.5	11.4	- - -
1900	519,251	50.6	22.1	7.8	14.3	- - -
1905	679,702	50.2	29.3	9.1	20.2	- - -
1910	812,358	54.5	38.0	11.0	26.3	0.7
1915	1,293,933	41.4	40.6	9.7	27.9	3.0

TABLE IIB

The Period from 1915-1949

Year	Total H.S. Enrolment	Per Cent Latin	Per Cent			
			Modern Languages	Per Cent French	Per Cent German	Per Cent Spanish
1915	1,293,933	41.4	40.6	9.7	27.9	3.0
1922	2,506,349	31.9	31.6	17.9	0.7	13.0
1928	3,208,477	24.3	28.0	15.6	2.0	10.4
1934	5,620,625	20.0	24.4	13.7	2.9	7.8
1949	5,399,452	7.8	13.7	4.7	0.8	8.2

⁸Ibid., pp. 76-78

The interest in Foreign Languages continued to decline until the advent of World War II. Teachers had been unable to secure the length of instruction time required for proper assimilation of a language. They now found themselves being attacked on the grounds that nothing could be gained in the time assigned to foreign language instruction and consequently that foreign language should be discontinued. This happened in many American schools and colleges. The rebuttal by foreign language teachers who felt they were fighting for self-preservation, took the form of maintaining the status quo. The adherents claimed that in the time spent, a student could learn to read the subject. This resulted in the position taken by many foreign language teachers who stressed the acquisition of reading skills as the sole aim of foreign language instruction. Moreover, two years of language instruction at High School level would be adequate for this purpose. Experimenters in the oral-aural approach had made progress, but their accomplishments were completely overlooked in the light of the foregoing.

A generation of readers grew up but no one found it possible to converse in the language taught.

The need for Army personnel able to speak foreign

languages sharply awakened the American public in 1949 to the inadequacy of the High School in this area. The blame was immediately laid at the doorstep of foreign language teachers, and through them, on the educational system. Then came the famous "Army Method." In nine months students were successfully taught to speak a foreign language. What were the reasons why the American public had not been provided with this "Language in nine easy lessons" method in High School? The foreign language teachers explained that this was possible whenever the public was prepared to pay for it. Hour for hour the Army's nine months were equivalent to six years of High School language study. Given the additional advantages of small classes, the best qualified teachers, up-to-date equipment, students with high ability, strong motivation, and concentrated language study in the proper language atmosphere to the exclusion of all other studies, the schools and colleges not only could but would produce results comparable with those achieved by the Army Experts.

It seems obvious that foreign languages have been neglected in America. While no similar data is available for Alberta schools its foreign language teaching is patterned on that of American schools with the result that foreign languages have been sadly neglected in this

province as well. While the UNESCO conference in 1953 seems to have marked the beginning of a trend toward more time and interest in foreign languages, the opposite effect is noted in Alberta. In 1954 the Department of Education reduced the three year compulsory course in French to a two-year course given in Grades XI and XII. Because some teachers desired to retain the three-year course, the Department of Education then introduced the present optional French II course to be taught to superior Grade X students in schools where parents demanded instruction in French at this level.

A very few signs of increased interest in foreign languages are appearing in Alberta. In the July 6, 1959 edition of the Edmonton Journal an article entitled "Teaching French to Tots in Winnipeg" appeared as a news item. Except for the Department of National Defense Schools, a very few schools have attempted French language instruction at the elementary level. For example in 1959 the Protestant Separate School at St. Albert will begin teaching French in all Grades from IV to IX inclusive. True, French has been taught in Alberta bilingual schools for many years but this is not true foreign language instruction. It is teaching French to French speaking

youngsters in English public schools.

Some teachers have recognized the need for foreign language instruction but there has been a continuous disagreement even among educators whether the language chosen ought to be classical or modern. The objectives of modern foreign languages have not been clearly defined. This has led to further disagreements in methodology. The supply and ethnic backgrounds of qualified instructors has further complicated the problem. With the influence of politics and trade, the question arises as to which modern language should be taught. The public cannot determine this without the advice of professional educators. The citizens reason thus: "if the teachers cannot agree, they must first settle their differences. Then, and only then, when free from educational minority pressure groups favoring a particular language should we (the public) try to understand and support the implementation of their suggestions." In the foregoing we have, in brief, a summary of the reasons given for the present public apathy evident in the western world on the subject of foreign language instruction in the schools.

II. METHODOLOGY

When the Modern Language Association was formed in 1883, the method in vogue was the translation method patterned on the method used in the teaching of Latin and Greek. By 1915 modern language teachers thought their subject was firmly ensconced on the High School curriculum. Methodology became the topic of discussion. By 1930 those teachers advocating the direct method had made some progress. However, during these same fifteen years, interest in foreign languages had steadily declined. The two-year High School course became a reality in spite of the efforts of modern language teachers to increase the number of years to five or six. In fact, there were a number of areas where modern languages were deleted from the curriculum.

This threat of annihilation forced teachers of modern languages to abandon their demands for time, and to justify the existence of the two-year language program. These circumstances gave rise to the reading method used for the next twenty years. It was argued that students could learn to read a language in two years. Little thought was given to preparing a student to converse in the language being studied.

During World War II people who could converse in foreign tongues were urgently required and found to be scarce.

The Army Service Training Plan was initiated to solve this problem. Publicity made the public feel that the army had discovered a new method. In effect, the direct method was used. During the past ten years those interested in methodology have tried to apply the Army techniques. There has been a new upsurge in interest in the direct method.

In the literature related to methodology one finds the direct method discussed under various names. The most common of these are: the audio-lingual, the natural, the oral-aural, the Tangau. The promoters of these methods attempt to sell them as something entirely new. Although each is a little different, all are basically the direct approach.

The audio-lingual method makes use of the new language laboratory providing each student with more individual attention. Greater use is made of records and tape recorders. The oral-aural approach emphasizes speech rather than pictures or blackboard work. The natural method uses the child's world discussing, in the language to be learned, the items found in the immediate

sphere of instruction. This method also requires a greater time span between hearing and speaking, providing for an incubation period. It is this natural method which Gauthier⁹ adopted in Ontario. Because the idea was suggested to Gauthier by Tan Gwan Leong the method is sometimes referred to as the Tangau method.

While there has been much discussion about the various direct approaches, the method most commonly used continues to be the indirect method. There are two main reasons for this apparent contradiction: availability of qualified teaching personnel, and the present two-year program at High School level. As long as we continue to teach foreign languages for two years only, the direct approach will not become common practice. Modern language teachers, generally, feel that there should be more time spent in the learning of a language. The Army Service Training Plan added strength to these demands. Moreover, language teachers and others feel that language instruction should begin at an early age. For example, Penfield makes the following statement:

⁹Robert Gauthier, "The Tangau Method of Instruction in French," Food for Thought. (Canadian Association for Adult Education, November, 1958).

The physiological development of the organ of the mind causes it to specialize in the learning of language before the ages of ten to fourteen. After that it becomes rigid, slow, less receptive in this particular function, as it becomes ready for reasoning and abstract thinking.¹⁰

Penfield is not concerned here with the method to be used, but only the age when youngsters should begin their foreign language study. Steps are being taken to increase the length of time spent in foreign language study by beginning before the students reach their teens. When more time is granted it must be justified in terms of superior achievement. The oral and aural objectives must be met and the present consensus of opinion is that this can best be done by using a direct method of instruction.

The representatives from eighteen nations who met at Ceylon in 1953, discussed methodology at some length. They did not agree on any one particular method because it was felt that different objectives and different subject matter required different methods. However, the direct method was considered the best; and the grammar approach was condemned.

¹⁰Wilder Penfield, A Consideration of the Neuro-physiological Mechanisms of Speech and Some Educational Consequences. (Bulletin of the American Academy of Arts and Sciences: New York, February, 1953.)

The UNESCO report states:

. . . primauté de la méthode audio-orale et des méthodes actives, condamnation de l'enseignement formaliste de la grammaire considérée comme une fin en soi.¹¹ . . .

The representatives at Ceylon further agreed that the time required to develop language skills is six hours per week for six years of study.

Enfin, en ce qui concerne la question, de portée générale du temps nécessaire à l'étude d'une langue étrangère dans un système scolaire normal, beaucoup se sont vigoureusement prononcés en faveur de la solution des six heures par semaine pendant six années d'études.¹² . . .

In summary, it is generally agreed (1) that languages require six or more years of study, (2) that foreign language should begin when the child is approximately ten years old, and (3) that a direct approach should be used for the best results.

¹¹ UNESCO, Problèmes d'Education, Volume X.
L'enseignement des langues vivantes, p. 50.

¹² Ibid., p. 51.

CHAPTER II

THE THESIS PROBLEM AND ITS BACKGROUND

The teaching of the second foreign language, French, in English speaking schools raises problems distinct from those of teaching English. A cursory examination of the literature gives some insight into the magnitude and complexity of the problem encountered and the efforts made toward their solution. Authoritative works are not in agreement as to Grade level, sequence of content presentation, and methods of instruction. Questions arise, for example, as to what is the accepted method of teaching French. In England the course is often presented in French.¹ In Canada, the approach is that of a combination of instruction in both English and French. It is conceivable that French is presently taught with instruction exclusively in English.

I. THE PROBLEM

The purpose of this study is to measure, in a controlled situation, the effectiveness of two different methods of instructing non-French students beginning their foreign language study in Grade ten, Specifically

¹Ministry of Education, Modern Languages. (Her Majesty's Stationery Office, London, England. Pamphlet No. 29, 1956), 111 pp.

this study attempts to compare the effectiveness of teaching French by the direct method with that of giving instruction by the indirect method.

The direct approach. This is interpreted as the teaching of French to non-French students using the new language as the medium of instruction. It is sometimes necessary to use gestures, but each of these is accompanied by a spoken word in the language being taught. Never, under any circumstances, is the known language--in this case English--used to explain or to help the students to understand the material at hand.

The indirect approach. This method of approach is interpreted as the teaching of a second language using the known language as the medium of instruction. Instructions and explanations are given, at the outset, in the known language--in this case, English. Some teachers decrease the amount of English used and increase the amount of French as the student becomes more adept at understanding the new language. Others feel that the proportion should remain unchanged, but that as the student becomes more proficient in the use of the new language, the quantity of material taught should be increased accordingly. In this study the

indirect approach is understood to mean that the known language is used to facilitate learning but not to increase the amount of material taught. Basically then, the medium of instruction in this case is English.

II. CRITERIA FOR EVALUATION

What should be the skills and understandings a foreign language student should acquire?

Parker adequately answers this question as follows:

The study of a foreign language, skillfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern and progressively adding to his sense of pleasurable achievement. This experience involves:

1. The acquisition of a set of skills, which can become real mastery for professional use when practiced long enough. The international contacts and responsibility of the United States make the possession of these skills by more and more Americans a matter of national urgency. These skills include:

- a. The increasing ability to understand a foreign language when spoken, making possible greater profit and enjoyment in such steadily expanding activities as foreign travel, business abroad, foreign language movies and broadcasts at home and abroad.

- b. The increasing ability to speak the foreign language in direct communication with people of another culture, either for business or for pleasure.

c. The ability to read the foreign language with progressively greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded thoughts of another people, or making possible study for vocational or professional purposes; e.g. scientific or journalistic.

2. A new understanding of language, progressively revealing to the pupil the structure of language and giving him a new perspective on English.

3. A gradually expanding and deepening knowledge of a foreign country--its geography, history, social organization, literature, and culture--and, as a consequence, a better perspective on American culture and more enlightened Americanism through adjustment to the concept of differences between cultures.

Progress in any of these experiences or skills is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may be later forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.²

The Alberta Department of Education Course of Study for the two-year program states:

The immediate aim in French is development of skill in the use of French through hearing, speaking, reading, and writing. . . .

. . . The method advocated in the two-year course in French in the high school is to present French to the student through the ear, the voice, the eye, and the hand in that order of importance. This is known as the multiple approach.³ . . .

²William R. Parker, The National Interests and Foreign Languages. (U.S. Government Printing Office, Washington 25, D. C.) Pp. 53-54.

³Senior High School Curriculum Guide, Province of Alberta, Department of Education, 1958, p. 9.

The Alberta Course of Study, French Language and Civilization for the optional Grade ten course, on the other hand, notes the following:

GENERAL AIMS

1. To teach pupils to understand spoken French, to speak, read, and write French so that, from the start, there will be developed in them a feeling of real accomplishment.

2. To give to students a knowledge of French civilization and its influence upon our culture and democratic thinking, and thus to develop in students a broader understanding and appreciation of the people of France and of Quebec, whose nature, language, and customs are in many ways different from our own.

3. To continue to encourage direct contact with people of the French language and culture in France and in Canada, by means of correspondence, student and teacher exchange, and scholarships.⁴

The same Course of Study has this to say regarding the methods to be used:

The method recommended for this course is a modified direct approach, sometimes referred to as the multiple approach. This has the support both of logic and experimental evidence. It is in widespread use in the better schools of Britain, France, Quebec, and the United States.⁵

Both Parker and the above two Department of Education Courses of Study state there are four skills

⁴French Language and Civilization, Course of Study, Province of Alberta, 1957, p. 1.

⁵Ibid., p. 2.

that should be sought in the instruction of French:

1. The ability to understand the spoken word.
2. The ability to speak the language.
3. The ability to read the printed page.
4. The ability to express oneself in written form.

Further, there would seem to be general agreement among the designers of curriculum for the teaching of the French language that there are four cultural understandings that are also sought through the study of this language:

1. A knowledge of the traditions and customs of the people who speak the language.
2. An awareness of the value of the language in diplomatic and trade circles.
3. The origin and development of the language.
4. The similarities and differences between the known language and the foreign language being studied.

Obviously, any such list can be expanded. For example, it is often suggested that foreign language study teaches the student the fundamentals of grammar in the familiar tongue. This theory of mental discipline has long since been disproved; and even if it were true, pedagogically it should not justify the teaching of a foreign language.

A comparison of the two foregoing quotations

from the Alberta courses of study suggests that the objectives of the course will reflect and perhaps even determine course content and method of instruction. It is obvious that one method may prove to be the best to achieve one objective, a second method for a second objective, still another method for a third objective, and so on.

For the purpose of this study it will be assumed that the cultural aspects of the course are dictated by the content of the course of study, and that only the degree of acquisition of skills and abilities will reflect the effectiveness of a given method of instruction. Further, the complexity of measuring objectively oral speech and written expression in French of a beginning student, is such that only the ability to understand the spoken word, and the ability to read the printed page, will be used as objective criteria of the method of instruction.

III. LIMITATION OF THE STUDY

Delimiting criteria. As has been stated earlier, the cultural aspects of the course were not considered. Of the four basic skills usually consid-

ered, only those of listening and reading were tested. Beginning students cannot write French well enough to enable one to use data collected from their written work as evidence to prove that one method of instruction is more efficient than another. Further, valid measuring instruments to test spoken French were not available. The Lundeborg-Tharp Audition Test in French, designed to measure the students ability to understand the spoken word was chosen as the testing instrument. Parts two and three of the test were re-administered to measure reading ability.

The study then was designed to compare the effectiveness of two methods of instruction; the direct and the indirect approach. Listening and reading ability were the objectives. The achievement scores obtained on the Lundeborg-Tharp Audition Test were used as the data.

Experimental population. The study was limited to a total population of sixty-six students subdivided into three sub-groups in Salisbury High School. The fact that instruction was given by only one instructor, in one school in one of Alberta's rural divisions, delimits the study still further. A larger population from more varied backgrounds,

chosen from a number of rural, town, and city schools under the direction of several instructors would provide stronger evidence for or against any conclusions drawn.

Variations in learning rate. Delimiting the problem by stating a specific goal and deciding on the methods of instruction does not ensure complete adaptability to an experimental method. It is obvious that, for purposes of equating, a definite quota of material must be taught to all groups on the same day for the same length of time. One group could possibly assimilate more material than another, or again one group could learn some material more quickly and other material more slowly. The course content then, might well be governed by the method used. However, for control of the experimental variables in this study, every attempt was made to keep the daily subject matter constant.

Motivation. Although the material taught was constant and should not cause variations in motivation, the method of presentation is different, and consequently motivation cannot possibly be constant. The teacher uses any number of motivation techniques

to promote greater achievement. Techniques normally used by the author to stimulate interest were not used in an attempt to restrict the differences in motivation to those inherent in the method of instruction used. The study was not designed to study achievement but rather variations in achievement. However, an adaptable motivation technique was used where possible. For example, on November 25, "la Fête de la Sainte Cathérine," it is customary for the French speaking people of Canada to prepare a particular brand of taffy that is cooled on the snow. It is possible to discuss such an event with all classes using different approaches, and yet derive as much value for each class from the point of view of added interest.

Communication among students. During the instruction period the teacher can restrict himself and the members of the class to a particular method of study. However, it is difficult to control the discussions outside of class time. It was suggested to the students that there be no discussion between members of different groups regarding either the subject matter or the method of instruction. There is every reason to believe that the students co-operated

faithfully in this regard. Intercommunication between students was further lessened because the students remained in the groups assigned for all subjects. Each student carried thirty-eight High School credits, a load which permitted no study period during the school day.

Home study. It is probably fair to accept this as one of the more minor limitations. The students were given specific instructions not to study French at home. The fixed Grade ten course load of thirty-eight credits without study time at school made it imperative that assigned homework be done. This would make time for un-assigned homework practically unavailable. No French text was prescribed. Pupils were required to have a French-English, English-French dictionary. The material taught was limited and notes were discouraged. Further, because the students came from non-French speaking homes it was unlikely that home assistance would be forthcoming. Therefore, while home study is recognized as a possible uncontrolled variable it seems reasonable to assume that it did not significantly affect the results of the study.

Duration of the study. The study was limited to a total time of twenty weeks divided into two terms each of ten weeks duration. It is conceivable that longer periods using these same methods might have affected or even changed the results.

CHAPTER III

EXPERIMENTAL DESIGN

This study seeks to examine two methods of teaching French, the direct and the indirect. The method used was to divide the experimental population into three sub-groups and the training period into two equal sessions each of ten weeks duration. During both sessions the first group was taught by the direct method, the second group by the direct method in the first session, by the indirect in the second session; the third group by the indirect method during the first session, by the direct in the last session. The design is illustrated in Table III. Further, rotation of the second and third group was a technique used to give some insight into the influence of sequence of combining the indirect and direct methods. Evaluation of results using a common test for all groups was made at the end of each training session.

I. SAMPLE

In June, 1958, at Salisbury High School 148 students wrote the Grade nine Departmental Examina-

TABLE III

PHASING OF TYPE OF INSTRUCTION BY
EXPERIMENTAL GROUPS, FOR EACH
TREATMENT PERIOD

Session	G R O U P S		
	100	200	300
First	Direct	Direct	Indirect
Second	Direct	Indirect	Direct

tions. Of this group 130 returned in September, 1958, to register in Grade ten. Sixty-six of these students chose to follow a pattern leading to university matriculation. These sixty-six matriculation pattern students who had attained a "B" or better standing on the Grade nine Departmental Examinations constitute the experimental population for this study. Initially, these students were assigned at random to three classes. Then the classes were made equivalent by sex, and on the basis of raw scores obtained from the Grade nine Departmental Examinations in Reading, and in Total Aggregate Score (sum of Science, Mathematics, Literature, Language, Social Studies) by the shifting of cases from one class to another until no significance of differences between means and standard deviations of the two control variables were found. The final means and the standard deviations of the resulting classes are reported in Table IV. For the purpose of the study, these three classes were identified as groups 100, 200, 300 respectively.

TABLE IV

MEANS AND STANDARD DEVIATIONS FOR GRADE NINE READING
AND AGGREGATE SCORE AND DISTRIBUTION OF
SEX FOR THE THREE EXPERIMENTAL
GROUPS AFTER ADJUSTMENT
FOR EQUIVALENCE

Basis of Equivalence		G R O U P S		
		100	200	300
Sex	Female	8	8	8
	Male	14	14	14
Read- ing	Mean	52.45	52.59	52.55
	Standard Devia- tion	7.46	6.93	6.93
Total Aggre- gate	Mean	30.68	30.77	30.64
	Standard Devia- tion	7.58	7.53	7.10

II. INSTRUCTION

All classes were taught French by the investigator. Except in one or two cases, all received instruction from the same teachers in other subjects as well. For example, all classes were taught Social Studies ten by the same teacher. The French 11 class periods were scheduled for the second, third, and fourth periods of the school day. No French 11 classes were taught in the afternoon. All groups followed the same course of study (see Appendix A), in that a definite quantity of material was prepared for each day and all classes spent exactly the same amount of time on any given topic.

No examinations were administered during either term. It was found to be impossible to prepare a test suitable to both methods of instruction at the same time. Giving two different tests meant varying the attack and perhaps the subject matter. Finally, it was reasoned that no tests could be administered without jeopardizing the experimental variables of the study.

III. EVALUATION OF PERFORMANCE

The measuring instrument used was the Lundeborg-Tharp Audition Test in French¹ (see Appendix B). The

¹0. K. Lundeborg and James B. Tharp, Lundeborg-Tharp Audition Test in French. (Ohio State University, Columbus, Ohio, 1929).

test is available in two forms, Form B was administered at the end of the first term, and Form A, at the end of the second term. To be sure that no variation occurred in the presentation of the test, the entire examination was done with the aid of a tape recorder. The test was recorded and edited beforehand both at Christmas and at Easter, and played back to all classes from the same tape.

No test was administered at the beginning of the study as all students were non-French and had no previous background in French. It was assumed that all students' scores would be zero at that time.

Part "A" of the Lundeborg-Tharp Test is made up of fifty groups of words with four words to each group. The students are provided with a copy of the test showing two hundred words. They are asked to place an X before the word read by the reader. For example, the student has in item number 28 the following four words: chose, j'ose; chausse, sauce. The reader says "Chausse (pause) Chausse" and the student places an X in the appropriate blank. A pre-determined set of fifty words chosen by the author of the test are read twice. Omissions are not counted. The score obtained is corrected for

guessing by subtracting the number wrong divided by three from the number correct.

Part II of the test consists of twenty-five completion type questions. For example, item number 19 reads as follows: "D'après le témoignage des explorateurs les régions glacées ne seront jamais habitables à cause du grand . . ." The student is expected to supply the word "cold" or "froid" to complete the statement. Each statement is read once only and the student writes in English or in French the word suggested to him by the statement which he hears. Scores for this part of the test are identified as Part B-Aural.

Part III of the test contains twenty-five definitions. The student hears each definition once only. The appropriate blanks are filled in with the word suggested. A sample question follows: Item number 11. "Pierre précieuse qu'on donne généralement à une jeune fiancée." The student supplies the word "diamond" or "diamant." It is noted here that in both Part II and Part III the student has before him nothing but a blank sheet of paper numbered from 1 to 25. This part of the test is designated as Part III-Aural.

To study the effect of visual preception both Part II and Part III were re-administered, this time

providing the student with the printed form of the test. Two more sets of scores which are called Part II Visual-Aural and Part III Visual-Aural are now available.

Part I of the test was designed to measure the student's ability to select from a group of four words similar in sound which he sees, the one which he hears read twice by the examiner. When the student makes his choice, it is difficult to say how he arrived at his selection. Both the visual and the aural perceptions may have played a varying part in the selection of a response. The student need not know the meaning of the word provided that he can associate a certain sound with a certain grouping of letters. This part of the test then, does not measure knowledge of French vocabulary; it does measure a combination of ear and eye training. The proper selection of one word is valued at one mark subject to the correction factor mentioned earlier.

Parts "B" and "C" are much more difficult. The student must hear a definition or a statement, understand the meaning of four or more key words and supply the answer suggested. Again each correct item is valued at one mark. These two parts of the test measure ear training and word comprehension without

the assistance of the printed page.

Both Parts "B" and "C" were re-administered, as stated above, this time by providing the students with a written copy of the tests and in this way adding visual perception to the ear and word comprehension measured earlier.

The number of questions, the type of questions, and the abilities measured by each part have been summarized in Table V.

TABLE V

SUMMARY OF ANALYSIS OF EACH PART OF THE LUNDEBERG-THARP
AUDITION TEST IN FRENCH BY NUMBER AND TYPE
OF QUESTIONS AND BY ABILITIES MEASURED

Part of Test	Number of Questions	Type of Question	Abilities Measured
Part A	50	Multiple Choice Selecting One of Four	Visual and Aural Comprehension
Part B	25	Completion	Aural and Word Comprehension
Part C	25	Definition	Aural and Word Comprehension
Part B Visual and Aural	25	Completion	Visual, Aural and Word Comprehension
Part C Visual and	25	Definition	Visual, Aural and Word Comprehension

CHAPTER IV

ANALYSIS OF DATA

The design of the study is such that answers to the following questions are sought:

1. Do students taught by the direct method show better results in terms of achievement at the end of ten weeks than do students taught by the indirect method for the same length of time?

2. Do students taught by the direct method show better performance after twenty weeks compared to students taught for the first ten weeks by direct method and then by the indirect method during the second ten weeks and compared to students taught for the first ten weeks by the indirect method and for the second ten weeks by the direct method?

3. Do students taught for a second ten-week term by the direct method gain more than do those taught by the indirect method for ten weeks following ten weeks of instruction by the direct method, or than do those students taught for ten weeks by the direct method after ten weeks of instruction by the indirect method?

The word "gain" is interpreted to mean the

difference between the scores obtained on each part of the test at the end of the first and second semesters. For example, a student who scored 11 on Part I after ten weeks and 17 on Part I after twenty weeks, showed a gain of 6 for the second term.

The study of the data seeks to answer the above questions for each of the five sections of the test and for a total of the test as prepared by the authors.

The method of statistical analysis of performance chosen was a simple analysis of variance for the three groups on each test score variable. When significant differences were found from this analysis, class distributions were checked for homogeneity of variance using Bartlett's¹ test of homogeneity and for significance of mean differences using Tukey's² test of means.

An example of the data for one test score variable and its subsequent statistical analysis is presented in Table VI. The particular example was chosen to show all steps in the analysis.

¹Allen L. Edwards, Experimental Design in Psychological Research, (New York: Rinehart and Company Inc. 1950), p. 196.

²Ibid., pp. 330-335.

TABLE VI

A DATA AND SUMMARY OF ANALYSIS OF PART II-AURAL TEST
 SCORES FOR THE THREE EXPERIMENTAL GROUPS
 TAUGHT BY DIFFERENT METHODS AT THE END
 OF THE SECOND TREATMENT PERIOD

100-Group			200-Group			300-Group		
No.	X	X ²	No.	X	X ²	No.	X	X ²
101	7	49	201	4	16	301	8	64
102	7	49	202	10	100	302	3	9
103	5	25	203	5	25	303	5	25
104	7	49	204	4	16	304	4	16
105	9	81	205	3	9	305	6	36
106	2	4	206	3	9	306	7	49
107	5	25	207	4	16	307	3	9
108	4	16	208	1	1	308	2	4
109	7	49	209	7	49	309	8	64
110	7	49	210	2	4	310	8	64
111	3	9	211	4	16	311	0	0
112	5	25	212	5	25	312	2	4
113	7	49	213	3	9	313	7	49
114	6	36	214	2	4	314	4	16
115	4	16	215	4	16	315	4	16
116	2	4	216	3	9	316	3	9
117	2	4	217	4	16	317	4	16
118	2	4	218	2	4	318	1	1
119	12	144	219	1	1	319	2	4
120	4	16	220	4	16	320	1	1
121	3	9	221	2	4	321	1	1
122	6	36	222	0	0	322	1	1
$\Sigma X = 116$			$\Sigma X = 77$			$\Sigma X = 84$		
$\Sigma X^2 = 748$			$\Sigma X^2 = 365$			$\Sigma X^2 = 458$		
$\bar{X}$			$\bar{X} = 3.50$			$\bar{X} = 3.82$		

TABLE VI (continued)

B. SUMMARY OF INITIAL ANALYSIS OF VARIANCE
FOR THREE GROUPS ON PART II-AURAL

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F _{2,63} = 3.35 5% Significance
Between Groups	39.3	2	19.65	
Within Groups	369.1	63	5.86	
Total	408.4	65		

C. TEST FOR HOMOGENEITY OF VARIANCE
AND MEAN DIFFERENCES

Test Used	Purpose of Test	Result
Bartlett's Test of Homogeneity	Homogeneity of Variance	No Significant Difference
Tukey's Test of Differences in the Means	Significant Gap	5% Significance
	Straggler	100-Group
	Excessive Variability	100-Group

D. Conclusion: Variability of the test scores of each group did not differ significantly one from another. The 100-Group performed at a significantly higher level than either group 200 or 300. There was no significant difference between group 200 and group 300. Moreover, the variability of the 100-Group Mean was such that it was also set apart from groups 200 and 300 at the 5% level of significance. In Tukey's Test, only one of the three tests need be significant to indicate a mean difference.

Table VII presents a summary of the initial analysis of variance for each test score variable. It is noted that only four of the eighteen tests made were found to be significant. The four tests indicating a significant difference are:

- a. Part II-Aural during the second term.
- b. Part II-Aural at the end of twenty weeks.
- c. Part III-Aural during the second term.
- d. Part III-Aural at the end of twenty weeks.

For the above significant relations the tests for homogeneity of variance and significance of mean differences are summarized in Table VIII.

I. SUMMARY OF FINDINGS

None of the tests showed a significant difference between class 200 and class 300 at any time.

On the basis of the scores obtained after ten weeks instruction no indications that one method was superior to another were found on any part of the test nor on the total aggregate.

Neither method proved superior at any time using scores obtained on Part I, Part II Visual-Aural, Part III Visual-Aural, and Parts I, II, III Aggregate.

TABLE VII

SUMMARY OF ANALYSIS OF VARIANCE

Part of test	End of 10 Weeks	End of 20 Weeks	Gain During Second Term
Part I	F $\angle$ 1 No Significant Difference	F $\angle$ 1 No Significant Difference	F $\angle$ 1 No Significant Difference
Part II	F $\angle$ 1 No Significant Difference	F $_{2,63} = 3.4$ Significant Difference at 5% level	F $_{2,63} = 3.5$ Significant Difference at 5% level
Part III	F $\angle$ 1 No Significant Difference	F $_{2,63} = 3.3$ Significant Difference at 5% level	F $_{2,63} = 3.6$ Significant Difference at 5% level
Total Parts I, II, III	F $\angle$ 1 No Significant Difference	F $\angle$ 1 No Significant Difference	F $_{2,63} = 2.23$ No Significant Difference
Part II Visual and Aural	F = 1.1 No Significant Difference	F = 1.9 No Significant Difference	F = 1.74 No Significant Difference
Part III Visual and Aural	F $\angle$ 1 No Significant Difference	F = 2.5 No Significant Difference	F = 2.2 No Significant Difference

TABLE VIII

SUMMARY OF RESULTS OF ANALYSES TESTING HOMOGENEITY OF
VARIANCE AND MEAN DIFFERENCES FOR TEST SECTIONS
SHOWING SIGNIFICANT DIFFERENCES
ON INITIAL ANALYSIS

Test Section	Gain During Second Term	End of Twenty Weeks
	Analysis of Variance $F_{2,63} = 3.5$ Significant Difference at 5% level	$F_{2,63} = 3.5$ Significant Difference at 5% level
Part II	<u>Bartlett's Test of Variance</u> No Significant Difference	<u>Bartlett's Test of Variance</u> No Significant Difference
	<u>Tukey's Test of Means</u> a. No Significant Gap. b. Group 100--is a Straggler c. Group 100--Excessive Variability at 5% level	<u>Tukey's Test of Means</u> a. No Significant Gap. b. Group 100--is a Straggler c. Group 100--Excessive Variability at 5% level
Part III	Analysis of Variance $F_{2,63} = 3.3$ Significant Difference at 5% level	Analysis of Variance $F_{2,63} = 3.6$ Significant Difference at 5% level
	<u>Bartlett's Test of Variance</u> Significant Difference at 1% level	<u>Bartlett's Test of Variance</u> Significant Difference at 1% level
	<u>Tukey's Test of Means</u> a. No Significant Gap. b. No Straggler c. Excessive Variability at 5% level Gr.100	<u>Tukey's Test of Means</u> a. No Significant Gap. b. No Straggler c. No Excessive Variability

The direct method only class (100-Group) achieved significantly higher results during the second training period and over the entire twenty week period on Part II-Aural. As has been stated earlier this part of the test measures ability to comprehend the spoken word. The criterion of homogeneity was met as evidenced from Bartlett's test of homogeneity. In further analyzing the results, it was found that on Part II-Aural, Tukey's test indicated that the difference was due to the higher mean attained by the direct method only class. The results of these two tests indicate that the higher mean achieved by the direct method only class (Group-100) was the result of a general increase in learning for the greater majority of the class members.

In analyzing Part III, Tukey's test indicated that there was no significant difference in the means. The 100-Group's variance, however, was found to be greater than either of the two combined method classes. This is a gain interpreted as evidence of differential learning gains within the class to give an average overall class performance which did not differ significantly from the other two classes. This suggests that certain students made superior gains while others were

adversely affected. During the second term a study of achievement scores on Part III-Aural the direct-method-only class (Group 100) showed both an increase in variance and a significant mean difference in its favor. This seems to indicate that while some students performed better and others performed more poorly, the gains were greater than the losses resulting in an increase in the class mean.

In summary, the class taught by the direct method for the full twenty weeks showed significantly superior performance over the other two groups during the second treatment period, and at the end of the experiment only on those test score variables involving aural comprehension.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Part II of the test measures ear training and word meaning. After ten weeks of study there was no evidence to suggest that one method was superior to the other. However, after twenty weeks those students taught by the direct method achieved significantly higher results. As has been said earlier, the direct method group showed greater gain during the second semester and over the entire twenty week period. This gain was reflected in both cases by an increase in the means. This indicates that the majority of students achieved better results as measured by this part of the test when taught by the direct method.

Part III also measured ear training and word comprehension. Again there was no evidence that one method was superior after ten weeks instruction. The direct method group once more proved superior after twenty weeks and showed the greatest gain during the second term. Bartlett's test indicated that this superior achievement was the result of increased variability. This indicated that some of the students achieved relatively higher results as measured by Part III of the test when taught by the direct method than did the students in the other groups. On the other hand other students in this group showed less improvement than did students in the other groups.

The process of associating a particular sound heard with a particular word seen as tested by Part I of the measuring instrument would seem to be learned equally well by either the direct or the indirect method of instruction inasmuch as the scores obtained on this part of the test gave no indication that one method was superior to the other. However, considering this part of the test in light of the evidence obtained when Part II and III Aural were compared with Part II and III Visual and Oral, there was a strong implication that the total score on Part I was a composite of both aural and visual training; furthermore, that for groups taught by the direct method the composite score was more heavily based on the ear training and that, for groups taught by the indirect method the eye had a greater effect on the total score.

When a comparison of the total scores of Parts I, II, and III was made there was no evidence to support either method as superior to the other. Although Part I showed a possible score of fifty and Part II and III twenty-five each for a possible of fifty, the marks obtained on Part I are not equivalent to those from either Part II or Part III. As evidence in support of this statement a portion of the norms for High Schools is given in Table IX.

The total aggregate score obtained from this study indicated that there was no difference in achievement attributable to the method of instruction. Since Part I did not

TABLE IX

LUNDEBERG-THARP AUDITION TEST IN FRENCH
NORMS FOR AMERICAN HIGH SCHOOL ^v

Norms for High Schools				
Semester	1	2	3	4
Part I	33.4	36.4	41.0	41.0
Part II	6.7	9.3	10.6	17.0
Part III	4.2	5.8	7.6	12.6
Total Parts				
II and III	10.9	15.1	18.2	29.6

^v For complete Norms as per manuel see Appendix B.

measure the same abilities as Part II and III, and since the marks were of a different order of difficulty for each portion of the test, the total score could not be considered as evidence either for or against any particular method used. When the results obtained from Part II Visual and Aural were compared, there was no evidence to support either method as superior. Similarly, Part III Visual and Aural indicated no significant difference in achievement by any of the three groups. This indicates there was a greater eye compensation effect by those groups taught by the indirect method. It was obvious also that students' word comprehension was not the factor measured by Parts II and III that caused group I to be set apart from the other, but that the difference was truly a difference in ear training.

It may be concluded:

1. That for the purposes of word recognition and word comprehension one method is not superior to the other.
2. That for the purpose of aural comprehension the direct method of instruction is definitely superior to the indirect method with the further implication that gains would be more pronounced if the period of treatment were extended.

One might imply from these two conclusions that the method of instruction should be dictated by the objectives of the course. The study indicated no difference between these methods except where aural comprehension is concerned.

Therefore, one might further imply that the direct method should be considered whenever the use of this method seems feasible, thereby reaping the additional benefits attributable to this particular method of instruction.

A number of follow-up studies are suggested by this study. Of immediate concern is a comparison of achievement using the direct and indirect approaches for a full year. This might be done using two equated groups as the population and a different battery of tests designed to measure specific objectives.

Long range studies might include:

1. A comparison of the effectiveness of these two methods on written language after two or more years of study.
2. A comparison of these methods on the basis of retention power after a lapse of six months or a year.
3. A comparison of ability to speak the language after a period of instruction by these same two methods.

There is a need for a controlled experiment testing the effectiveness of different methods of instruction using the Modern Language Aptitude Test by John B. Carroll and Stanley M. Sapon¹ as the control.

¹John B. Carroll and Stanley M. Sapon, The Modern Language Aptitude Test. (The Psychological Corporation, 304 E 45 Street, New York 17, September, 1959).

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APPENDIX A

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APPENDIX A

FIRST TERM

COURSE CONTENT FOR THE WEEK

Week

- 1 The sounds, Répéter
- 2 Greetings, Courtesies
- 3 Counting, Simple Action Verbs
- 4 Days of the Week, Months of the Year
- 5 Colours, Articles in the Classroom
- 6 The School in General, Questions and Answers
used in Classroom Instruction
- 7 Parts of the Face
- 8 Parts of the Body
- 9 The Christmas Theme
- 10 Review and Examinations

SECOND TERM

- 11 Review of Work Done During First Term
- 12 Foods
- 13 Foods
- 14 Clothing
- 15 Clothing
- 16 Verbs (meaning only)
- 17 Actions Possible in the Classroom
- 18 Imaginary Trips--to the Bank, the Store, etc.
- 19 Introductions, The Telephone
- 20 Review and Examinations

APPENDIX B

LUNDEBERG-THARP AUDITION TEST IN FRENCH

By Olav. K. Lundeborg and James B. Tharp

Score

Part I _____

Name _____ Date _____ French _____ Section _____ Part II _____

School _____ City _____ Instructor _____ Part III _____

Draw a circle around the number which represents
 your present semester of study 1 2 3 4 5 6 7 8 Total _____

Part I--Phonetic Accuracy

DIRECTIONS: The Reader will announce in English the list number of each group. Be sure you are watching the right group. The Reader will pronounce TWICE a previously determined choice of one expression from each group below. Examine all four choices. Decide which was pronounced. Place a cross(x) on the line before the word of your choice; then get set for the next group. Avoid coughing and shuffling of feet.

1	6	11	16
☐ chant	☐ voleur	☐ au fou	☐ se prend
☐ gens	☐ volèrent	☐ au feu	☐ ses parents
☐ géant	☐ valère	☐ aveu	☐ ses parains
☐ gant	☐ valeur	☐ à vous	☐ se parant
2	7	12	17
☐ père	☐ bon	☐ jolis	☐ chêne
☐ pire	☐ banc	☐ je lis	☐ gêne
☐ payeur	☐ banque	☐ gèle	☐ jeune
☐ pierre	☐ bain	☐ je lus	☐ jaune
3	8	13	18
☐ j'eus	☐ lasse	☐ les chevaux	☐ attends
☐ chaud	☐ lâche	☐ les cheveux	☐ au temps
☐ chou	☐ la hache	☐ les chevets	☐ automnes
☐ joue	☐ l'âge	☐ l'achever	☐ atones
4	9	14	19
☐ j'aille	☐ sienne	☐ les hanches	☐ façons
☐ chez	☐ gêne	☐ les singes	☐ faisons
☐ j'ai	☐ chêne	☐ les anges	☐ faisans
☐ chaise	☐ chienne	☐ les songes	☐ faisant
5	10	15	20
☐ poser	☐ ennemi	☐ douce	☐ port
☐ penser	☐ ennui	☐ dose	☐ pour
☐ pincer	☐ emmène	☐ douche	☐ pur
☐ pencher	☐ inouï	☐ douze	☐ peur

LUNDEBERG-THARP AUDITION TEST IN FRENCH (continued)

Part I--Phonetic Accuracy (continued)

21	30	39
— beaux jours	— esquissez	— il sait tout
— beaux yeux	— est-ce que c'est?	— s'est tu
— bouger	— ce que c'est	— il cède tout
— bons jours	— est-ce qu'il sait?	— il se tue
22	31	40
— aieul	— soulier	— il doit étendre
— oeil	— sous l'oeil	— il doit éteindre
— aille	— souler	— il doit attendre
— haie	— soleil	— il doit entendre
23	32	41
— la lectrice y était	— les gens	— plan
— l'électricité	— léchant	— plein
— l'allégresse y était	— légendes	— plaine
— la grisette y était	— les gentes	— plaigne
24	33	42
— des rires	— paie	— coeur
— derrière	— paille	— cour
— dernière	— pelle	— corps
— des rieurs	— pays	— cure
25	34	43
— simple	— jetai	— dent
— symbole	— j'aidai	— dompte
— semble	— j'étais	— dont
— sont belles	— je tais	— donne
26	35	44
— souffrir	— près	— la femme
— suffire	— pourrai	— lavâmes
— soufflure	— prête	— la fimes
— soufrière	— près	— la faim
27	36	45
— au fond	— veuille	— règne
— enfant	— vielle	— Rhin
— enfin	— vielle	— reines
— afin	— vieille	— Reims
28	37	46
— chose	— mes dés	— élise
— j'ose	— mettez	— et qu'il lise
— chausse	— métier	— et glisse
— sauce	— m'aidiez	— église
29	38	47
— poule	— tu vois	— des mots grattés
— poêle	— tout va	— démocratie
— pôle	— du foie	— demi-crassé
— pâle	— tu vas	— des mots croisés

NOTE: In scoring, do not count
wrong the items that have
been omitted; omit them.
Right / Wrong / Omitted = 50.

right = $\frac{\text{wrong}}{3}$ = Score

FORM A

LUNDEBERG-THARP AUDITION TEST IN FRENCH
PART II COMPLETION SERIESDIRECTIONS:

The Reader will read a series of statements in French whose meaning will be completed when you supply the proper key word. Write in ENGLISH (or in French) the most obvious word which will complete the thought. Each item will be read ONCE only.

Example: (The Reader says) "La mouche est un insecte et le pigeon est un _____".

You complete the statement by writing BIRD (or oiseau) on the line for that number.

- | | |
|----------|----------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |
| 9 _____ | 10 _____ |
| 11 _____ | 12 _____ |
| 13 _____ | 14 _____ |
| 15 _____ | 16 _____ |
| 17 _____ | 18 _____ |
| 19 _____ | 20 _____ |
| 21 _____ | 22 _____ |
| 23 _____ | 24 _____ |
| 25 _____ | |

SCORE: Number Right _____

FORM A (continued)

PART III DEFINITION SERIES

DIRECTIONS:

The Reader will define in French a series of objects or ideas without actually naming them. In the blanks below write the ENGLISH (or French) name of the thing defined. Each definition will be read once only.

Example: (The Reader Says) "Personne qui enseigne dans une école".

You complete the statement or explain the idea by writing the word SCHOOL-TEACHER (or maître or professeur, etc.) on the line for that number.

1 _____	2 _____
3 _____	4 _____
5 _____	6 _____
7 _____	8 _____
9 _____	10 _____
11 _____	12 _____
13 _____	14 _____
15 _____	16 _____
17 _____	18 _____
19 _____	20 _____
21 _____	22 _____
23 _____	24 _____

Form A

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part I. Phonetic Accuracy

1 chant	18 au temps	35 près
2 payeur	19 faisons	36 veille
3 chou	20 peur	37 m'aidiez
4 j'ai	21 beaux jours	38 tout va
5 penser	22 haie	39 il sait tout
6 valeur	23 l'allégresse y était	40 il doit éteindre
7 bon	24 des rieurs	41 plein
8 l'âge	25 symbole	42 cure
9 sienne	26 souffrir	43 dompte
10 ennui	27 enfin	44 la femme
11 à vous	28 chausse	45 reines
12 je lis	29 pôle	46 et glisse
13 les chevets	30 est-ce que c'est	47 démocratie
14 les anges	31 souler	48 comptant
15 douce	32 les gens	49 ils sentent
16 se parant	33 paie	50 enfile
17 gêne	34 je tais	

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part II. Aural Comprehension
(Completion Series)

1. Je me lève le matin et je me couche le _____
2. Le soir on prend le dîner et le matin on prend de _____
3. Pour écrire au tableau noir il faut un morceau de _____
4. Un et deux font _____
5. Pour aller de New York à Paris, il faut traverser la _____
6. On écrit avec plume et encre ou avec un _____
7. La saison des grandes neiges est _____
8. Autrefois on croyait que la terre n'était pas ronde mais _____
9. Les pauvres mangent leur pain sans _____
10. Les trois mois de l'été son juin, juillet et _____
11. Dans un mois il y a quatre _____
12. Avant de manger une orange il faut la _____
13. Quand on est fatigué on a besoin de _____
14. Le poisson ne peut pas vivre excepté dans _____
15. Pour savoir exactement l'heure qu'il est je regarde ma _____
16. Pour couper le pain on doit employer un _____
17. Si j'ai mal aux dents, je dois consulter le _____
18. Le sourd ne peut pas entendre et celui qui est aveugle
ne peut pas _____
19. D'après le témoignage des explorateurs les régions
glacées ne seront jamais habitables à cause du grand

LUNDEBERG-THARP AUDITION TEST IN FRENCH
READER'S ADMINISTRATION SHEET

Part II. Aural Comprehension (continued)

20. En règle générale les pièces sont représentées au _____
21. Les riches peuvent s'offrir de belles promenades en
chemin de fer tandis que les mendiants sont obligés
de se promener à _____
22. L'abeille nous donne le miel et la vache nous donne
le _____
23. Pour soigner un blessé il faut d'abord faire venir le _____

24. Les habitants primitifs de l'Amérique du Nord étaient
des tribus nomades auxquelles on donne souvent le
sobriquet de Peaux _____
25. Celui qui avait vingt ans en 1925 est né en _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part III. Aural Comprehension(Definition Series)

1. Ouverture pour entrer ou sortir d'une maison _____
2. Meuble sur lequel on se couche pour dormir _____
3. Enfant dont les parents sont morts _____
4. Institution publique où vont les enfants pour apprendre
à lire, à compter, à écrire, et ainsi de suite _____
5. Saison de l'année qui précède l'automne _____
6. Cérémonie qu'on célèbre en se mariant _____
7. Espèce d'arbre qui donne les pommes _____
8. Époque de l'année où renaissent les fleurs et où les
arbres poussent, et qu'on estime la saison la plus
aimée des amoureux _____
9. Grande maison meublée où les voyageurs peuvent louer
des chambres _____
10. L'eau qui tombe du ciel en gouttes _____
11. Pierre précieuse qu'on donne généralement à une jeune
fiancée _____
12. Personne qui excède de beaucoup la stature ordinaire
de l'homme _____
13. Personne qui gagne sa vie en mendiant _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH

Part III. Aural Comprehension (continued)

14. Métier de celui qui garde les moutons _____
15. Nom donné à certains peuples sauvages qui mangent la
chaire humaine _____
16. Partie du corps qui joint la tête aux épaules _____
17. Terre complètement entourée d'eau _____
18. Action de parler doucement à l'oreille de quelqu'un _____
19. Action de prendre les poissons _____
20. Employé de la poste qui nous apporte le courrier
chaque jour _____
21. Métier de celui qui me taille les cheveux et me fait
la barbe _____
22. Caisse cylindrique, dont les deux extrémités sont
formées de peaux tendues, sur l'une desquelles on
frappe avec deux baguettes pour en tirer des sons _____
23. Marque imprimée que l'on colle sur les lettres pour
les affranchir _____
24. Vêtement extérieur d'homme qui descend de la ceinture
aux pieds _____
25. Art de représenter les choses sur une toile à l'aide
de couleurs et de pinceaux _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH

NORMS FOR HIGH SCHOOLS (BY SEMESTERS)

Semester	1	2	3	4	5	6	7	8
Part I	33.4	36.4	41.0	41.0		46.0		48.5
Part II	6.7	9.3	10.6	17.0		21.9		24.0
Part III	4.2	5.8	7.6	12.6		19.1		22.1
Totals	44.3	51.5	61.2	70.6		87.0		94.6

NORMS FOR COLLEGES (BY QUARTERS)

Part I	32.3	35.9	41.7					
Part II	6.3	9.8	16.2					
Part III	3.0	6.9	12.6					
Totals	40.6	52.6	70.5					

NORMS FOR COLLEGES (BY SEMESTER)

Part I	42.4	37.4	37.9			41.1		41.8
Part II	8.8	11.0	16.2			18.6		12.2
Part III	6.2	8.2	13.5			16.0		19.8
Totals	47.4	56.6	67.6			75.7		83.8

Name _____ Date _____ 19__ French _____ Section _____

School _____ City _____ Instructor _____

Draw a circle around the number which represents your present term of study 1 2 3 4 5 6 7 8 9 (Check which plan: () Semester; () Quarter.

LUNDEBERG-THARP AUDITION TEST IN FRENCH

Olav K. Lundeborg James B. Tharp

Part I. Phonetic AccuracyScoresDIRECTIONS:

I _____
 II _____
 III _____

The Reader will announce in English the list number of each group. Be sure you are watching the right group. The Reader will pronounce TWICE a pre-determined choice of one expression from each group below. Examine all four choices.

Decide which one was pronounced. Place a cross (X) on the line before the word of your choice; then get set for the next group. Avoid coughing and shuffling of feet.

1	6	11	16
☐ j'adore	☐ se compte	☐ l'art	☐ Champs-Élysées
☐ je dors	☐ ses comptes	☐ le	☐ changer de lycée
☐ cet or	☐ seconde	☐ l'air	☐ chantez et lisez
☐ se dore	☐ ses gants	☐ leur	☐ j'en ai du lycée
2	7	12	17
☐ princes	☐ mesure	☐ nations	☐ avons
☐ parains	☐ messieurs	☐ nasillons	☐ avoine
☐ prends	☐ ma sœur	☐ nageons	☐ avant
☐ prennent	☐ monsieur	☐ notions	☐ à fond
3	8	13	18
☐ gentil	☐ Gaston	☐ nos savons	☐ haute vie
☐ j'en dis	☐ gascon	☐ nous avons	☐ eau de vie
☐ jaunit	☐ garçon	☐ nous savons	☐ aux dervis
☐ j'en eus	☐ gazon	☐ nos savants	☐ haute vue
4	9	14	19
☐ parlons	☐ mage	☐ quai	☐ elle les craint
☐ parlâmes	☐ manche	☐ que	☐ et les grains
☐ parlant	☐ mange	☐ queue	☐ elle est grande
☐ parlent	☐ mache	☐ cueille	☐ et les crânes
5	10	15	20
☐ marne	☐ baisant	☐ toute	☐ bouquet
☐ morne	☐ paysan	☐ tout	☐ boucle
☐ marin	☐ pesant	☐ tôt	☐ bougre
☐ marine	☐ baissant	☐ tut	☐ bouc

LUNDEBERG-THARP AUDITION TEST IN FRENCH (continued)

Part I. Phonetic Accuracy (continued)

21	29	36	44
__ ses saisons	__ tu manges	__ bouffe	__ poux
__ saucissons	__ dimanche	__ buffle	__ peu
__ saisissons	__ dommage	__ boeuf	__ peau
__ ses sauces sont	__ d'images	__ boive	__ pu
22	30	37	45
__ de hauteur	__ sur	__ l'homme	__ nervure
__ dompteur	__ sire	__ l'âme	__ neveux
__ d'autre	__ soeur	__ Laumes	__ neuf heures
__ d'auteur	__ sert	__ lame	__ nerveux
23	31	38	46
__ les joies	__ l'arc	__ les yeux	__ est très lu
__ les soies	__ large	__ les jeux	__ être loup
__ les oies	__ la rage	__ lécheur	__ être élu
__ les choix	__ l'arche	__ les cieux	__ être lu
24	32	39	47
__ des eaux	__ ma	__ deux	__ fiel
__ dessous	__ mois	__ doux	__ file
__ des seaux	__ moine	__ du	__ fille
__ dessus	__ moins	__ dos	__ fils, "son"
25		40	48
__ Jean n'annonce rien		__ plaît-il	__ mes
__ je n'en sais rein		__ pleut-il	__ mais
__ je n'annonçais rien		__ pleure-t-il	__ me
__ j'annonce un Assyrien		__ plaît-il	__ mais
26	33	41	49
__ tronc	__ les sirops	__ le sel	__ mise
__ trône	__ les héros	__ le seul	__ muse
__ trop	__ laisseront	__ l'aisselle	__ messe
__ trou	__ les zéros	__ la selle	__ Meuse
27	34	42	50
__ attache	__ rond	__ chante	__ les pattes d'oie
__ est âgé	__ rot	__ champ	__ les pas d'oie
__ et tâchez	__ rue	__ Jeanne	__ les pâtes d'oie
__ étais-je	__ roux	__ Jean	__ les pâles doigts
28	35	43	
__ bûche	__ cuirai	__ notre	
__ bouche	__ qui raie	__ noterai	
__ biche	__ cuiller	__ notaire	
__ bêche	__ cueillerai	__ nôtre	

Note: In scoring, do not count wrong the items that have been omitted; omit them. Right † Wrong † Omitted = 50.

$$\text{Right} - \frac{\text{Wrong}}{3} = \text{Score}$$

FORM B

LUNDEBERG-THARP AUDITION TEST IN FRENCH

PART II. COMPLETION SERIES

DIRECTIONS:

The Reader will read a series of statements in French whose meaning will be completed when you supply the proper key word. Write in ENGLISH (or in French) the most obvious word which will complete the thought. Each item will be read ONCE only.

Example: (The Reader Says) "La mouche est un insecte et le pigeon est un _____".

You complete the statement by writing BIRD (or oiseau) on the line for that number.

- | | |
|----------|----------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |
| 9 _____ | 10 _____ |
| 11 _____ | 12 _____ |
| 13 _____ | 14 _____ |
| 15 _____ | 16 _____ |
| 17 _____ | 18 _____ |
| 19 _____ | 20 _____ |
| 21 _____ | 22 _____ |
| 23 _____ | 24 _____ |
| 25 _____ | |

SCORE: Number Right _____

FORM B (continued)

PART III DEFINITION SERIES

DIRECTIONS:

The Reader will define in French a series of objects or ideas without actually naming them. In the blanks below write in ENGLISH (or in French) the name of the thing defined. Each definition will be read once only.

Example: (The Reader Says) "Personne qui enseigne dans une école".

You complete the statement or explain the idea by writing the word SCHOOL-TEACHER (or maître or professeur, etc.) on the line for that number.

1	_____	2	_____
3	_____	4	_____
5	_____	6	_____
7	_____	8	_____
9	_____	10	_____
11	_____	12	_____
13	_____	14	_____
15	_____	16	_____
17	_____	18	_____
19	_____	20	_____
21	_____	22	_____
23	_____	24	_____

LUNDEBERG-THARP AUDITION TEST IN FRENCH
READER'S ADMINISTRATION SHEET

Part I. Phonetic Accuracy

1 cet or	18 et les grains	34 rô ^t
2 parains	19 haute vue	35 cuirai
3 jaunit	20 bouc	36 bouffe
4 parlons	21 saisissons	37 l'â ^m e
5 marne	22 d'auteur	38 les cieux
6 ses comptes	23 les joies	39 du
7 ma soeur	24 des seaux	40 plû ^t -il
8 gazon	25 je n'en sais rien	41 l'aisselle
9 mage	26 trô ⁿ e	42 champ
10 pesant	27 et tâ ^c hez	43 notre
11 leur	28 bû ^c he	44 poux
12 nageons	29 d'images	45 nerveux
13 nos savons	30 soeur	46 ê ^t re loup
14 cueille	31 la rage	47 file
15 tout	32 moins	48 mes
16 changer de lycé ^e	33 les sirops	49 muse
17 avant		50 les pattes d'oie

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part II. Aural Comprehension(Completion Series)

1. La plus grande ville de France s'appelle _____
2. Deux et trois font _____
3. Le père de ma mère est mon _____
4. Si vous comprenez ce que je dis, écrivez le numéro
quinze _____
5. En hiver il fait froid et en été il fait _____
6. Le dernier mois de l'année s'appelle _____
7. Une semaine se compose de sept _____
8. Le mot dictionnaire commence par la lettre _____
9. La ville la plus importante de l'Angleterre est _____
10. On dort dans la chambre à coucher et l'on dîne
dans la _____
11. Le mari de ma soeur est mon _____
12. En hiver les champs sont couverts de _____
13. Le carré bleu du drapeau Américain contient quarante
huit _____
14. Pour savoir la date il faut regarder le _____
15. Après m'être lavé, je me sèche les mains avec une _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH
READER'S ADMINISTRATION SHEET

Part II. Aural Comprehension (continued)

16. Les oiseaux volent en battant leurs _____
17. La fête nationale des Etats-Unis a lieu le _____
18. Quand il commence à faire froid, les oiseaux
s'envolent vers le _____
19. Les voyageurs Américains qui désirent apprendre le
Français en peu de temps doivent éviter de parler
leur propre _____
20. Celui qui est né aux Etats-Unis est citoyen _____
21. Celui qui dépense tout son argent ne sera jamais _____
22. Quand on dort on ferme les _____
23. Parmi les peuples sauvages on s'inquiète fort peu de
la majoration de prix des livres, vu que ces gens-
là n'ont jamais appris à _____
24. Au Canada les lacs sont gelés en _____
25. La rose est une fleur et le chêne est un _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part III. Aural Comprehension(Definition Series)

1. Livre qui contient tous les mots d'une langue avec leur définition _____
2. Dernière lettre de l'alphabet anglais _____
3. Femme qui a un ou plusieurs enfants _____
4. Soldat monté à cheval _____
5. Personne qui prépare les repas tous les jours _____
6. Insecte qui suce les fleurs et en fait le miel _____
7. Grand animal domestique qui nous fournit le lait et le beurre _____
8. Travailleur qui gagne son pain en descendant jusqu'aux entrailles de la terre pour en extraire les minéraux _____
9. Ouverture pratiquée dans le mur d'une maison pour laisser entrer le jour et l'air _____
10. Employé du chemin de fer qui reçoit les billets dans le train _____
11. Métier de celui qui abbat les arbres dans la forêt _____
12. Partie du bateau où se promènent les voyageurs _____
13. Auteur qui se dédie entièrement à écrire des pièces de théâtre _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part III. Aural Comprehension (continued)

14. Couleur qui est la plus opposée à la couleur de la
neige qui vient de tomber _____
15. Chaussure en cuir qui couvre et protège le pied _____
16. Organe du corps censé être le siège de la pensée et
protège contre les chocs et les coups par une
caisse osseuse dont les parois sont très dures _____
17. Magasin où se vendent les bijoux, les montres, les
bagues, etc. _____
18. Canal qui ramène le sang des extrémités au coeur _____
19. Manteau qu'on porte pour se protéger contre la pluie

20. Action de se mettre la nourriture dans la bouche, la
mâcher avec les dents, l'infiltrer de salive et
ensuite l'avaler _____
21. Bruit doux que font les chats en se reposant _____
22. Espèce d'arbre dont l'écorce sert à faire des
bouchons _____
23. Sentiment intérieur, indépendant de la réflexion, qui
dirige les animaux dans leur conduite _____
24. Plante dont on fume les feuilles desséchées _____

LUNDEBERG-THARP AUDITION TEST IN FRENCH

READER'S ADMINISTRATION SHEET

Part III. Aural Comprehension (continued)

25. Arme coupante faite en acier, avec lame tranchante
longue d'un mètre, qu'on employait jadis dans
les batailles, mais qui est devenue de nos jours
tout simplement symbole d'autorité militaire _____

THE KEY TO
LUNDEBERG-THARP AUDITION TEST IN FRENCH

Part I. Using the Reader Sheet, mark the correct responses on a test sheet; then punch out these spaces.

Place this Key-Sheet directly over the student sheet; if a mark shows in the hole, the response is correct; if not, mark (x) to indicate an error. A separate Key-Sheet must be made for each form. Do not count "wrong" the items omitted.

Part II, III. Fold back at dotted lines; place at left of responses and mark.

Part II

- 1 Paris
- 2 cinq--five
- 3 grand-père--grandfather
- 4 quinze--fifteen
- 5 chaud--hot
- 6 Décembre--December
- 7 jours--days
- 8
- 9 Londres--London
- 10 salle à manger--dining
room
- 11 beau-frère--
brother-in-law
- 12 neige--snow
- 13 étoiles--stars
- 14 calendrier--calendar
- 15 serviette--towel
- 16 ailes--wings
- 17 4 juillet--4th of July
- 18 sud--south
- 19 language--words-idiom
- 20 U.S.A.--American
- 21 miser--rich, happy
- 22 yeux--eyes
- 23 lire--read
24. hiver--winter
- 25 arbre--tree

Part III

- 1 Dictionnaire--dictionary
- 2
- 3 mère--mother
- 4 man--cavalry
- 5 cuisinier--cook
- 6 abeille--bee
- 7 vache--cow
- 8 mineur--miner
- 9 fenêtre--window
- 10 controleur--conductor
- 11 bûcheron--woodcutter
- 12 promenade--deck
- 13 dramatis
- 14 noir--black
- 15 soulier--shoe
- 16 cerebellum--brain
- 17 département--jewelry store
- 18 vein--bloodvessel
- 19 raincoat--slicker
- 20 manger--eating
- 21 purr
- 22 chêne--oak tree
- 23 instinct
- 24 tabac--tobacco
- 25 épée--sword

LUNDEBERG-THARP AUDITION TEST IN FRENCH

NORMS FOR HIGH SCHOOLS (BY SEMESTERS)

Semester	1	2	3	4	5	6	7	8
Part I	33.4	36.4	41.0	41.0	46.0			48.5
Part II	6.7	9.3	10.6	17.0	21.9			24.0
Part III	4.2	5.8	7.6	12.6	19.1			22.1
Totals	44.3	51.5	61.2	70.6	87.0			94.6

NORMS FOR COLLEGES (BY QUARTERS)

Part I	32.3	35.9	41.7					
Part II	6.3	9.8	16.2					
Part III	3.0	6.9	12.6					
Totals	40.6	52.6	70.5					

NORMS FOR COLLEGES (BY SEMESTERS)

Part I	42.4	37.4	37.9		41.1		41.8
Part II	8.8	11.0	16.2		18.6		12.2
Part III	6.2	8.2	13.5		16.0		19.8
Totals	47.4	56.6	67.6		75.7		83.8



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